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ABSTRACT

The guidelines present a multi-step procedure for identifying artistically gifted and talented students in elementary and secondary schools throughout South Carolina. An initial section reviews three stages in the identification process: initial screening (through such avenues as faculty/administrator nomination, self nomination, and parent nomination); specific screening (checklists and auditions); and final screening (final auditions and interviews). The use of the South Carolina Rating Instrument for Artistically Gifted and Talented Students is described and sample identification forms included. Specific screening and final screening forms in drama, music, and visual arts are offered for grade levels 1 through 12. (CL)

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GUIDELINES FOR THE IDENTIFICATION OF ARTISTICALLY GIFTED AND TALENTED STUDENTS

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The guide, Visual and Performing Arts Identification and Selection Procedures for Gifted and Talented Elementary School Students, printed in 1982 by the Montgomery County School District, Maryland, served as a valuable resource in the formation of the recommended procedures for identification of artistically gifted and talented students in South Carolina.

SOUTH CAROLINA ARTISTICALLY GIFTED AND TALENTED

IDENTIFICATION PROCEDURES

In order to comply with the South Carolina Education Improvement Act of 1984, school districts must provide programs of study for all identified gifted and talented students at the elementary and secondary levels by no later than August 15, 1987.

Artistically gifted and talented students, according to the Regulations for State-Funded Gifted and Talented Programs, include those students who have the artistic potential to function at a high performance level in one or more of the following fine arts areas: dance, drama, music, and/or visual arts.

The following document outlines a suggested multi-step procedure divided into three stages: Initial Screening, Specific Screening and Final Screening. The South Carolina Rating Instrument for Artistically Gifted and Talented Students must be used and reported as a part of the screening process.

The Screening Data Recording Sheet may be used to maintain a profile of the screening proceedings. This form is divided into two sections. The name of every nominee, along with the results of their respective initial and specific screenings, may be recorded on the first section. This section may be completed by the school committee chairman. The results of the final screening and disposition, along with any pertinent comments, should be recorded on the second section.

Copies of the South Carolina Rating Instrument for Gifted and Talented Students and the South Carolina Artistically Gifted and Talented Students Screening Data Recording Sheet should be filed for future reference.

PHILOSOPHY

There are many facets to the education of the whole person. For a complete education it is imperative that the Arts be included. It is through education in the Arts that an individual can be assisted in developing the abilities for subjective responsiveness: a way of responding which goes beyond words, a way of knowing the conditions of human feelings. The Arts offer opportunity to discover what it is like to be someone else, something else, and/or somewhere else, as well as opportunity to learn how the Arts relate to the individual, the family, and society. The Arts are important to one's physical, mental, and cultural health throughout the life span.

With this philosophy in mind, a district committee, planning for gifted and talented students, will need to consider:

1. What course offerings are provided for all students. (These learnings should provide readiness experiences which invite and enable gifted and talented students to be identified.)

2. What course offerings and experiences should be offered to the academically gifted and talented? (Gifted and talented students may have abilities in several areas. Whatever their giftedness, it is appropriate to consider providing experiences which include the Arts.)

3. What experiences will be provided for the artistically gifted and talented in order to go beyond the usual offerings? (Experiences for the artistically gifted and talented should be decided only after their needs have been identified. The experiences should include those which will widen students' understandings, those which allow for specific learnings individual students need, and those which allow for interaction between the identified academically gifted and talented and the identified artistically gifted and talented.)

SCREENING

A major question is the identification of artistically gifted and talented students. A three-step process is recommended: I) Initial Screening; II) Specific Screening; and III) Final Screening.

I. Initial Screening

Initial Screening should be used to identify students who show an aptitude for the Arts, students who may benefit from intense exploration and in-depth study in one or more of the Arts.

Initial screening forms may be developed to solicit from several sources information about individual students:

A. Faculty/Administrator Nomination Form

B. Parent Nomination Form

C. Student Nomination Form (for grades 4-12)
(A student whose name is listed at least three times receives one nomination.)

D. Self Nomination Form
(Any student who completes the form receives one nomination.)

Students who receive one nomination will be screened further. Initial screening does not in itself guarantee placement. All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

Initial Screening should be recorded on the student's South Carolina Rating Instrument for Artistically Gifted and Talented Students.

II. Specific Screening

Specific Screening is the process which enables the selection of the potentially gifted and talented students, the students who need the expanded, intense, and individual challenges and experiences which the program for the gifted and talented can offer. The Specific Screening process is made up of two parts.

A. A Checklist

A checklist completed by the dance teacher (in the elementary school, the classroom teacher or the physical education teacher), drama teacher (in the elementary school, the classroom teacher), music teacher, or visual arts teacher.

The teacher should base responses to the checklist on student behaviors which have been observed throughout the school year.

All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

B. An Audition

The audition should enable the review committee to establish the artistic potential of students to function at a high level in one or more of the Arts.

Cut-off score is suggested to be 95% of the highest possible score.

III. Final Screening

The final screening, identification, and selection of gifted and talented students should be the responsibility of a district committee consisting of at least three members: an arts teacher, a professional artist, and a member of the district staff.

The process is made up of two parts:

A. Final Audition

B. Interview

Cut-off score is suggested to be 95% of the highest possible score.

DIRECTIONS FOR USING THE SOUTH CAROLINA

RATING INSTRUMENT FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

Student Information:

Record student name, current grade placement, school assignment, school district, code number (if students are coded for identification purposes by the district), and year.

I. **Initial Screening**

A. Record type nomination(s)

B. Record total nomination(s)

C. Record pertinent information under comments

D. Record recommendation

II. **Specific Screening**

A. Record teacher checklist score

B. Record audition score

C. Record pertinent information under comments

D. Record combined score from teacher checklist and audition

E. Record recommendation

III. **Final Screening**

A. Record final audition score

B. Record interview score

C. Record demonstrated ability as evidenced by specific school, individual, or community-related activities.

D. Record recommendation

SOUTH CAROLINA RATING INSTRUMENT FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

STUDENT _____ GRADE _____ SCHOOL _____ DISTRICT _____

CODE _____ DATE _____

INITIAL SCREENING

TYPE NOMINATION(S)	Dance	Drama	Music	Visual Arts
Faculty/Administration	☐	☐	☐	☐
Parent	☐	☐	☐	☐
Student	☐	☐	☐	☐
Self	☐	☐	☐	☐

TOTAL NOMINATIONS _____ ☐

Comments _____

Recommended for further screening in _____ ☐

Not recommended for further screening at this time _____ ☐

SPECIFIC SCREENING

	Score
Teacher Checklist	
Audition	

Comments _____

TOTAL SCORE _____ ☐

Recommended for further screening _____ ☐

Not recommended for further screening at this time _____ ☐

Committee Chairman _____

FINAL SCREENING

	Score
Final Audition	
Interview	

TOTAL SCORE _____ ☐

Comments (Demonstrated Ability - specific, school, individual or community related)

_____

_____

_____

Recommended for program _____ ☐

Not recommended for program at this time _____ ☐

District Committee Chairman _____

DIRECTIONS FOR USING THE SOUTH CAROLINA

SCREENING DATA RECORDING SHEET

I. The first section should be completed by the School Committee.

A. Record names of all nominees

B. Record student code number (if students are coded for identification purposes by the district)

C. Record the total nominations for Initial Screening

D. Record date nomination received

E. Record art area(s) for which screened

F. Record Specific Screening total score

G. Record date of Specific Screening

II. The second section should be completed by the District Committee

A. Record the Final Screening total score

B. Record date of Final Screening

C. Record date of enrollment/withdrawal from program

D. Record comments

III. The information section should indicate total number of students recommended for gifted and talented program, the school(s), and school district. It should be signed by the school committee chairman and district committee chairman.

SOUTH CAROLINA ARTISTICALLY GIFTED AND TALENTED STUDENTS
SCREENING DATA RECORDING SHEET

This section should be completed by the School Committee							This section should be completed by the by the District Committee				
Student	Code	Initial Screening Total Nomination(s)	Date	Art Area(s)	Specific Screening Total Score	Date	Final Screening Total Score	Date	In/Out of Program	Date	Comments or Remarks

Total number of students recommended for Gifted and Talented Program _____

School _____ District _____

School Committee Chairman _____ Date _____

District Committee Chairman _____ Date _____

SAMPLE FORMS FOR THE IDENTIFICATION OF ARTISTICALLY GIFTED AND TALENTED STUDENTS

These sample forms were developed as aids for the identification of artistically gifted and talented students in South Carolina schools. They are not mandated by the State Department of Education. They are simply examples which by no means are all inclusive. The main purpose of these examples is to stimulate thinking for developing identification procedures that are applicable to students and teaching/learning situations in local school districts.

FACULTY/ADMINISTRATOR NOMINATION FORM

FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

As you read the characteristics listed below, list the names of those students who first come to mind. A student may be named more than once.

1. Students who show interest in a particular art form.
2. Students who spend time pursuing an art form.
3. Students who demonstrate good fine motor or gross motor coordination.
4. Students who have good memory, unusual ability to store and use information.
5. Students who are willing to try new activities.
6. Students who follow through on work that initially excites them.
7. Students who can express feelings in/through an art form.
8. Students who are keen observers, are sensitive to their environment, see the unusual, and see what others may overlook.
9. Students who create unique responses to given stimuli.
10. Students who (can) elaborate and extend the ideas of others.

VISUAL ARTS	DRAMA	MUSIC	DANCE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Faculty/Administrator _____ Date _____

COMMENTS:

SAMPLE FORM

ARTISTICALLY GIFTED AND TALENTED STUDENTS

PARENT NOMINATION INVITATION

Dear (Parent):

Your child's school is offering a program of studies for students who are artistically gifted and talented.

Typical characteristics of students who will be enrolled in this program of studies are:

- -Students who are exceptionally interested in dance, drama, music, and visual arts
- -Students who initiate unique ideas and responses
- -Students who are sensitive to their environment
- -Students who observe the unusual, that which may be overlooked by others
- -Students who are willing to try new activities
- -Students who follow through in work that initially excites them

Because you have opportunity to observe special interests, skills, and qualities of your child in a non-school setting, you can provide the school with valuable information. Please complete the enclosed form and return it to the principal's office by (date).

_____
Principal

SAMPLE LETTER

PARENT NOMINATION FORM FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

TO: Mr. (Name of Principal)
School

Student Name _____ Grade _____ School _____ District _____

Parent(s) Name _____ Address _____

_____ Date _____

_____ I would like for my child to be considered for the artistically gifted and talented program of studies.

_____ I give permission for my child to participate in an audition if needed.

_____ I am not interested at this time.

Area(s) of special interest and talent ____Dance ____Drama ____Music ____Visual Arts

COMMENTS:

Parent(s) Signature _____

SAMPLE FORM

STUDENT NOMINATION FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

Elementary

The student nomination form, to be completed by students in grades 4-6 should be introduced, with as brief an explanation as possible, by the classroom teacher. Students should think of the form as an activity to "find out how much you know about your classmates," **NOT** as a screening for special programming for high ability students.

Teachers will want to help students with reading difficulties but should avoid discussions which tend to affect results.

Using a class roll, record each time student's name appears. If a student's name appears three or more times, the student should receive one nomination for initial screening.

Secondary

The student nomination form, to be completed by students in grades 7-12, should be made available and students should be invited to nominate their peers. A faculty member should coordinate the student nominations.

WHAT DO YOU KNOW ABOUT YOUR CLASSMATES?

Please write down the name of the classmate whom you would choose for each item. It does not have to be someone in the class you are in now; it may be someone in one of your other classes. You can name a person more than once or you can name a different person for each item.

1. Twenty years from now, who do you think will be a famous

   a) actor

   b) artist

   c) dancer

   d) musician

2. Who likes to create plays?

3. Who always is willing to try something new?

4. Who has the most unusual ideas?

5. Who enjoys sketching?

6. Who enjoys role playing?

7. Who enjoys creative movement?

SAMPLE FORM

SELF NOMINATION FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

Information concerning Gifted and Talented studies should be made available to **ALL** students and application forms provided as needed on a voluntary basis. Care should be taken to insure that the timid student has access to the forms.

Any student who makes effort to complete the self-nomination form should receive further screening.

SELF-NOMINATION FORM FOR ARTISTICALLY GIFTED AND TALENTED STUDENTS

Student Name _____ Grade _____ School _____ District _____

Parent(s) Name _____ Address _____

_____ Date _____

Our school plans to offer challenging studies for artistically gifted and talented students. If you would like to be considered for participation, please answer the following:

1. Have you had an exciting experience in dance, drama, music, or visual arts? Describe the event. Describe how you felt about the experience.

2. What would you like to learn in these special studies?

3. What lessons and activities do you participate in after school?

SAMPLE FORM

DRAMA

Specific Screening

Sample Forms/Identification of Artistically
Gifted and Talented Students

DRAMA

Specific Screening

Sample Forms/Identification of Artistically
Gifted and Talented Students

DRAMA

Specific Screening is the process which enables the selection of the potentially gifted and talented student, the student who needs the expanded, intense, and individual challenges and experiences which the program for the gifted and talented can offer. The process is made up of two parts.

A. A Checklist

A checklist completed by the dance teacher (in the elementary school, the classroom teacher or the physical education teacher), drama teacher (in the elementary school, the classroom teacher), music teacher, or visual arts teacher

The teacher should base responses to the checklist on student behaviors which have been observed throughout the school year.

All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

B. An Audition

The audition should enable the review committee to establish the artistic potential of students to function at a high level in one or more of the arts.

Cut-off score is suggested to be 95% of the highest possible score.

SPECIFIC SCREENING

TEACHER CHECKLIST

DRAMA

Grades 1-3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

		Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1.	Volunteers to participate in classroom plays and improvisational scenes and follows through effectively.				
2.	Can demonstrate an emotion, feeling, or situation (Show "Today I am very happy.")				
3.	Can mimic people and animals (imitate simple activities).				
4.	Presents self with ease (describes the action of a story--the who, what where, the feelings of the characters).				
5.	Shows originality/creativity in day-to-day activities.				
	Add Column Total				
	Multiply by Weight	0	1	2	0
	Add Weighted Column Totals				
			TOTAL		

SAMPLE FORM

SPECIFIC SCREENING

DRAMA AUDITION

Grades 1-3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher(s)/Rater(s) _____

It is desirable to have a team of two to three persons to conduct the Drama Audition.

	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
Task One -- Characterization through movement (Make flash cards with action words. Have a child pick a card and "act out" the word for other children. Child who guesses correctly gets next turn.)				
Task Two -- Conveying mood, feeling, emotion through movement (Give the child a card with a descriptive word on it. Child "acts out" the word, using facial expression only. Follow with whole body expression.				
Task Three -- Illustrating an interpretation of a particular person going through a specific action.				
Task Four -- Presenting self with ease (Have child to tell a favorite story.)				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				

TOTAL

SAMPLE FORM

SPECIFIC SCREENING

TEACHER CHECKLIST

DRAMA

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

		Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1.	Shows a strong interest in dramatic activities, expressing satisfaction from participation.				
2.	Communicates feelings by means of facial and vocal expression and gestures.				
3.	Is adept at role playing and creating appropriate dialogue for character being portrayed.				
4.	Can identify and demonstrate the conflict in a given situation.				
5.	Can use voice to reflect change of idea or mood.				
6.	Reads (aloud) with good use of vocal inflection and with articulation.				
7.	Can create and develop a dramatically effective sequential series of events in original stories and plays.				
	Add Column Total				
	Multiply by Weight	0	1	2	0
	Add Weighted Column Totals				
			TOTAL		

SAMPLE FORM

SPECIFIC SCREENING

DRAMA AUDITION

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher(s)/Rater(s) _____

	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
It is desirable to have a team of two to three persons to conduct the Drama Audition.				
Task One -- Characterization through movement. (Use flash cards with sentences which tell about actions.)				
Task Two -- Imagination (Use a simple object. Ask student to demonstrate what the object might become.)				
Task Three -- Verbal Improvisation (Select a character from a familiar story. Have child recount story from that character's perspective.)				
Task Four -- Oral Reading (Select a passage from the student's favorite book and have him/her read the passage aloud.)				
Task Five -- Memorized Presentation				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				

TOTAL

SAMPLE FORM

SPECIFIC SCREENING

TEACHER CHECKLIST

DRAMA

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

Directions: Place a check in the appropriate column.

The Student:	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1. is enthusiastic about theater/drama and is eager to express ideas in that art form.				
2. is curious about theater/drama and its creative process.				
3. reads and interprets dramatic literature with a flair.				
4. is imaginative in the creation of character and environment.				
5. shows natural dramatic ability while relating experiences or telling stories.				
6. is adept at "on-the-spot" role playing and improvisation.				
7. can get others to respond physically (laugh, frown) and emotionally to their "portrayals".				
8. Uses facial expression, gesture, and movement to express feelings.				
9. can imitate voice and movement (mimics people, animals, and sounds effectively).				

continued

		below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
10.	shows confidence in performance.				
11.	seeks outside performance opportunities.				
12.	demonstrates the ability to critically evaluate theatrical works.				
	Add Column Total				
	Multiply by Weight	0	1	2	0
	Add Weighted Column Totals				
	TOTAL				

SAMPLE FORM

SPECIFIC SCREENING

DRAMA AUDITION

Grades 7 - 12

The Audition contains one two-part task.

A rating sheet is provided for use in recording the student's score.

This task should be rated by a school committee composed of three persons including the drama teacher.

TASK

Each student will come prepared with two one-to-two-minute monologues of contrasting styles by two different authors (monologues should not exceed two minutes).

SPECIFIC SCREENING RATING SHEET

DRAMA AUDITION

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the drama tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

MONOLOGUE ONE

Articulation	_____
Characterization	_____
Creativity	_____
Expression	_____
Originality	_____
Projection	_____

MONOLOGUE TWO

Articulation	_____
Characterization	_____
Creativity	_____
Expression	_____
Originality	_____
Projection	_____

TOTAL _____

SAMPLE FORM

DRAMA

Final Screening

Sample Forms/Identification of Artistically Gifted and Talented Students

DRAMA

The Final Screening, identification and selection of gifted and talented students should be the responsibility of a district committee consisting of at least three members: an arts teacher, a professional artist and a member of the district staff.

The process is made up of two parts:

A. Final Audition

B. Interview

Cut-off score is suggested to be 95% of the highest possible score.

FINAL SCREENING

DRAMA AUDITION

Grades 1 - 3

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee.

TASK ONE

Illustrate an interpretation of a particular person going through a specific action (Example: A small child playing with a ball....)

TASK TWO

Have child to tell a favorite story.

FINAL SCREENING RATING SHEET

DRAMA AUDITION

Grades 1 - 3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE

Creativity _____
Movement _____
Originality _____
Projection _____
Use of Detail _____

TASK TWO

Articulation _____
Characterization _____
Creativity _____
Expression _____
Projection _____

TOTAL _____

SAMPLE FORM

FINAL SCREENING

DRAMA AUDITION

Grades 4 - 6

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee.

TASK ONE

Illustrate an interpretation of a particular person going through a specific action (Example: A very old person walking).

TASK TWO

Give a memorized presentation of approximately one minute.

FINAL SCREENING RATING SHEET

DRAMA AUDITION

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE

Characterization _____
Creativity _____
Movement _____
Projection _____

TASK TWO

Articulation _____
Expression _____
Projection _____

TOTAL _____

SAMPLE FORM

FINAL SCREENING

DRAMA AUDITION

Grades 7 - 12

The audition contains three tasks.

A rating sheet is provided for use in recording the student's score.

This task should be rated by the district commitee.

TASK ONE

Each student will come prepared with two one-to-two-minute monologues of contrasting styles by two different authors (monologues should not exceed two minutes). Participants will use the monologues prepared for specific screening.

TASK TWO

Each student will improvise a one-to-two-minute monologue/narrative.

TASK THREE

Each student will come prepared to create a thirty-second mimicry of a person, an animal, or a character.

FINAL SCREENING RATING SHEET

DRAMA AUDITION

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the drama tasks. Each item listed below should be rated on a four point scale.

Rate 1 ---------- 4

Lowest Highest

TASK ONE

MONOLOGUE ONE

Articulation	_____
Characterization	_____
Creativity	_____
Expression	_____
Originality	_____
Projection	_____

MONOLOGUE TWO

Articulation	_____
Characterization	_____
Creativity	_____
Expression	_____
Originality	_____
Projection	_____

TASK TWO

Articulation	_____
Characterization	_____
Expression	_____
Originality	_____
Projection	_____

TASK THREE

Characterization	_____
Expression	_____
Movement	_____
Originality	_____
Use of Detail	_____

TOTAL _____

SAMPLE FORM

INTERVIEW

Grades 1 - 12

The interview provides insights that can be ascertained only through interaction. This in turn permits the adjudicator to use professional judgment during the evaluation.

It is necessary to adopt a friendly, relaxed, and helpful posture to applicants who are likely to be nervous and unable to demonstrate their best effort. The student auditioning at the very end of the day is entitled to the same degree of attention given the student who appeared first in the morning. In all fairness to the applicants, each should be shown the same degree of attention and consideration in addition to full allotment of interview time.

Never say anything to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive and there should be no comments that predict an outcome.

It is wise not to discuss anything about audition requirements, standards, or criteria with students, their families, or other interested parties.

Adjudicators should arrive sufficiently ahead of the first scheduled audition to have time to go over preliminaries. On each applicant's Final Screening Interview Rating Sheet the score, together with at least one important comment which served as a basis for the evaluation, should be indicated.

During the interview a directive approach (a predetermined set of questions) should be combined with a nondirective approach which would allow occasional deviation.

It is recommended that two categories of questions be developed. One category should have four questions dealing with knowledge and skills of the art area. This category should be rated on a point system. One category should have six questions that cover attitudes about the area. It should be rated on a four point scale from below average (1) to outstanding (4).

During the interview the committee should discuss with the student his/her school, individual, and/or community related activities.

FINAL SCREENING

DRAMA INTERVIEW

Grades 1 - 6

DRAMA KNOWLEDGE AND SKILL

Rated on a one-point scale.

1. How do you get to be an actor?
2.
3.
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. How do you feel if people laugh at the wrong parts.
2.
3.
4.

FINAL SCREENING

DRAMA INTERVIEW RATING SHEET

Grades 1 - 6

DRAMA KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Drama Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS _____

_____

_____

_____

_____

Committee Chairman _____ Date _____

FINAL SCREENING

DRAMA INTERVIEW

Grade 7 - 12

DRAMA KNOWLEDGE AND SKILL

Rated on a one-point system.

1. Why do you have an intermission?
2. Who has the final word in a play, why?
3.
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. Why do you want to participate in the gifted and talented drama program?
2. How do you view your commitment to drama.
3.
4.
5.
6.

FINAL SCREENING

DRAMA INTERVIEW RATING SHEET

Grades 7 - 12

DRAMA KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Drama Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS _____

_____

_____

_____

Committee Chairman _____ Date _____

SAMPLE FORM

MUSIC

Specific Screening

Sample Forms/Identification of Artistically Gifted and Talented Students

MUSIC

Specific Screening is the process which enables the selection of the potentially gifted and talented student, the student who needs the expanded, intense, and individual challenges and experiences which the program for the gifted and talented can offer. The process is made up of two parts.

A. A Checklist

A checklist completed by the dance teacher (in the elementary school, the classroom teacher or the physical education teacher), drama teacher (in the elementary school, the classroom teacher), music teacher, or visual arts teacher

The teacher should base responses to the checklist on student behaviors which have been observed throughout the school year.

All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

B. An Audition

The audition should enable the review committee to establish the artistic potential of students to function at a high level in one or more of the arts.

Cut-off score is suggested to be 95% of the highest possible score.

SPECIFIC SCREENING

MUSIC TEACHER CHECKLIST

Grades 1 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

The Student: (Place a checkmark in the appropriate column)	Below Normal Expectations	Average Expectations	Above Normal Expectatons	Not Observed
1. demonstrates strong interest in music				
2. demonstrates understandings of the concepts of music				
3. discriminates pitches, dynamics, tempo, tone colors, form, harmonic changes				
4. creates original patterns: rhythmic and melodic.				
5. makes up songs and creates verses to songs				
6. expresses feelings and emotions through music creatively				
7. shows interest in performing				
8. shows confidence in performance				
9. is persistent in new learnings				
10. studies music privately and performs in recitals				
11. other (specify)				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				

TOTAL

SAMPLE FORM

SUGGESTIONS FOR THE MUSIC AUDITION

The music teacher should be a part of the audition process. The in-school committee which conducts the audition, by looking at the suggestions for each task, should adapt the suggestions so the task becomes appropriate for students in the district and/or school.

The audition for specific screening contains three tasks. Task One can be administered to groups of students. Tasks Two and Three are designed for the individual student.

A rating sheet is provided for use in recording the student's score. Cut-off score for the audition is suggested to be 95% of the highest possible score.

Task One calls for an audiotape to be prepared, directions for listening to be formulated, and answer sheet to be developed.

Task Two involves a teacher and individual students. The teacher sings a melody; the student should respond with the identical melody.

Task Three is similar to Task Two: The teacher sings a melody after asking the student to respond by making only one change. The student should respond with one alteration of the melody. The student should be prepared to say what was changed.

Music teachers should vary the melody in degree of difficulty according to the experience level of the students.

This screening is designed to discern the listening acuity of students and the ability to reproduce within themselves the music they hear.

EXAMPLES OF MUSICAL SELECTIONS FOR TASK ONE

K - 1

Menotti: March of the Kings, Amahl and the Night Visitors

Shostakovich: Pizzicato Polka, Ballet Suite No. 1

Stravinsky: Russian Dance, Petrouchka

Grades 2 - 3

Select appropriate compositions

Grades 4 - 6

Select appropriate compositions

Grades 7 - 8

Select appropriate compositions

Grades 9 - 12

Select appropriate compositions

SPECIFIC SCREENING

MUSIC AUDITION

Grade 1

Task One

An audio tape should be prepared for Task One:

"In a few minutes you will hear some music. Listen to find out three things about this music. Look at the answer sheet on your desk; it will help you to remember what to listen for."

"1. Find the drawing of a walker and a runner. As you listen make a circle around the drawing that seems to match the speed of the music." (Music ....)

"2. Next, look at the two sets of footprints. One drawing shows steady beat. Put your finger on that drawing. Listen. If the music you hear has a steady beat, make a circle around that drawing. If the music does not have a steady beat, circle the other drawing." (Music ....)

"3. Look at the bottom of the answer sheet. Point to the two shapes which look the same. If the beginning and end of the music sound the same, circle the two shapes which look the same. If the beginning and end of the music do not sound the same, circle the other picture.
Get ready to listen carefully. Here is the music....." (Music ....)

Task Two

I will sing a melody; you listen. When I finish and say "your turn", you sing the same melody. If you need to hear the music again I will repeat it. Listen.

(Begin on the next beat. Cue the child with your hand after speaking "your turn".)

Task Three (Use the phrases for Task Two.)

I will sing a melody. You listen. When you sing, change the melody so it will sound a little different. Make only one change. Be prepared to tell me what you have changed. (pause) Listen.

TASK ONE

Grade 1

ANSWER SHEET

Name _____ School _____ Date _____

SPECIFIC SCREENING RATING SHEET

MUSIC AUDITION

Grade 1

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks.

Task One	Correct Response	Incorrect or Omitted Response
1. Speed	_____	_____
2. Steady Beat	_____	_____
3. Beginning and End	_____	_____
Task Two		
Student sang:		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Task Three		
Student:		
1. Made only one change	_____	_____
2. Identified the change	_____	_____
Add column total	_____	_____
Multiply by weight	2	0
TOTAL	_____	_____

SAMPLE FORM

SPECIFIC SCREENING

MUSIC AUDITION

Grades 2 - 3

Task One

"In a few minutes you will hear some music. Listen carefully and look at the answer sheet. The answer sheet will help you to remember what to listen for...."

"1. Look at box number one. As you listen, decide whether the beat gets faster or does not get faster. Circle the words that show what you hear." (Music .....)

"2. Look at box number two. If the music is always loud, circle the words always loud. If the music is not always loud, circle the other words." (Music .....)

"3. Look at box number three. See the words all high sounds and the words both high and low sounds. Listen. If the music has all high sounds, circle the words all high sounds. If the music is NOT all high sounds, circle the other words." (Music .....)

"4. Box number four has the names of five instruments. The music you will hear will NOT have all the instruments. Circle only the names of the instruments you hear in the music. Listen." (Music .....)

Task Two

"I will sing a melody; you listen. When I finish and say 'your turn', you sing the same melody. If you need to hear the music again I will repeat it. Listen.

(Begin on the next beat. Cue the child with your hand after speaking "your turn".)

Task Three (Use the Melodic Phrase for Task Two)

"I will sing a melody. You listen. When you sing, change the melody so it will sound a little different. Make only one change. Be prepared to tell me what you have changed. (pause.) Listen."

TASK ONE

Grades 2 - 3

ANSWER SHEET

CIRCLE THE WORDS WHICH SHOW WHAT YOU HEAR

1.

BEAT DOES NOT GET FASTER BEAT GETS FASTER

2.

ALWAYS LOUD BOTH LOUD AND SOFT

3.

ALL HIGH SOUNDS BOTH HIGH AND LOW SOUNDS

4.

DRUMS HARP TRUMPET VOICES FLUTE

Name _____ School _____ Date _____

SAMPLE FORM

SPECIFIC SCREENING RATING SHEET

MUSIC AUDITION

Grades 2 - 3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks.

Task One	Correct Response	Incorrect or Omitted Response
1. Beat does not get faster	_____	_____
2. Both loud and soft sounds	_____	_____
3. Both high and low sounds	_____	_____
4. Instruments	_____	_____
Task Two		
Student sang:		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Task Three		
Student:		
1. Made only one change	_____	_____
2. Identified the change	_____	_____
Add column total	_____	_____
Multiply by weight	2	0
TOTAL	_____	_____

SAMPLE FORM

SPECIFIC SCREENING

MUSIC AUDITION

Grades 4 - 6

Task One

Only the music to be analyzed is recorded on the tape. Directions for completing the tasks are on the response sheets.

Task Two

"I will sing a melody. You listen. When I finish and say 'your turn', you sing the same melody. If you need to hear the music again I will repeat it. Listen."

(Begin on the next beat. Cue the child with your hand after speaking "your turn".)

Task Three (Use the phrase for Task Two.)

"I will sing a melody. You listen. When you sing, change the melody so it will sound a little different. Make only one change. Be prepared to tell me what you have changed. (Pause.) Listen."

TASK ONE

Grades 4 - 6

ANSWER SHEET

As you listen to the music, circle either A or B for each question.

1. TONE COLORS?
   - A. only one family of instruments
   - B. more than one family of instruments

2. TEMPO?
   - A. stays the same speed throughout
   - B. speeds up and slows down

3. DYNAMICS?
   - A. each section is either all loud or all soft
   - B. each section has both loud and soft parts

4. MELODIES?
   - A. move mostly by skips
   - B. move by steps and skips

5. TEXTURE?
   - A. one section is thin the other thick
   - B. both sections are thin

6. REGISTER?
   - A. mostly high
   - B. both high and low

Name _____ School _____ Date _____

SAMPLE FORM

SPECIFIC SCREENING RATING SHEET

MUSIC AUDITION

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks.

Task One	Correct Response	Incorrect or Omitted Response
1. Full orchestra	_____	_____
2. Goes faster goes slower	_____	_____
3. Sections all soft or all loud	_____	_____
4. Both steps and skips	_____	_____
5. Thick and thin	_____	_____
6. Both	_____	_____
Task Two		
Student sang:		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Task Three		
Student:		
1. Made only one change	_____	_____
2. Identified the change	_____	_____
Add column total	_____	_____
Multiply by weight	2	0
TOTAL	_____	_____

SAMPLE FORM

SPECIFIC SCREENING

MUSIC AUDITION

Grades 7 - 8

Task One

Only the music to be analyzed is recorded on the tape. Directions for completing the tasks are on the response sheets.

Task Two

"I will sing a melody. You listen. When I finish and say 'your turn', you sing the same melody. If you need to hear the music again I will repeat it. Listen."

(Begin on the next beat. Cue the child with your hand after speaking "your turn".)

Task Three (Use the phrase used for Task Two.)

"I will sing a melody. When you sing, change the melody so it will sound a little different. Make only one change. Be prepared to tell me what changed. (Pause.) Listen."

TASK ONE

Grades 7 - 8

ANSWER SHEET

As you listen to the music, circle either A or B for each question.

1. TONE COLORS?

   A. only one family of instruments

   B. more than one family of instruments

2. TEMPO?

   A. stays the same speed throughout

   B. speeds up and slows down

3. DYNAMICS?

   A. each section is either all loud or all soft

   B. each section has both loud and soft parts

4. MELODIES?

   A. move mostly by skips

   B. move by steps and skips

5. TEXTURE?

   A. one section is thin the other thick

   B. both sections are thin

6. REGISTER?

   A. mostly high

   B. both high and low

Name _____ School _____ Date _____

SPECIFIC SCREENING RATING SHEET

MUSIC AUDITION

Grades 7 - 8

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks.

Task One		Correct Response	Incorrect or Omitted Response
1.	Full orchestra	_____	_____
2.	Goes faster goes slower	_____	_____
3.	Sections all soft or all loud	_____	_____
4.	Both steps and skips	_____	_____
5.	Thick and thin	_____	_____
6.	Both	_____	_____
Task Two			
Student Sang:			
1.	The same pitches	_____	_____
2.	The same rhythm	_____	_____
3.	At the same tempo	_____	_____
Task Three			
Student:			
1.	Made only one change	_____	_____
2.	Identified the change	_____	_____
	Add column total	_____	_____
	Multiply by weight	2	0
	TOTAL	_____	_____

SAMPLE FORM

SPECIFIC SCREENING

MUSIC AUDITION

Grades 9 - 12

Task One

Select and play a composition to which students will be able to respond by discussing (writing) the following questions:

a. What is the medium?
b. How are the technical aspects of music used and combined?
c. When does the music suggest it was written? (historical)
d. Where is the music from? (cultural and national concepts)
e. Why was the music written. What is its function?
f. Who is the composer?

OR

a. What elements of music are featured in this work?
b. Which elements seem most important?
c. Taking this composition into account how would you define music?
d. What element(s) create the form of this composition?
e. What is the overall texture of this composition?

Task Two

"I will sing a melody. You listen. When I finish and say 'your turn', you sing the same melody. If you need to hear the music again I will repeat it. Listen."

(Begin on the next beat. Cue the child with your hand after speaking "your turn".)

Task Three (Use the phrase for Task Two)

"I will sing a melody. When you sing, change the melody so it will sound a little different. Make only one change. Be prepared to tell me what changed. (Pause.) Listen."

TASK ONE

MUSIC AUDITION

Grades 9 - 12

ANSWER SHEET

Task One: As you listen to the selected music, respond by discussing the following questions:

a. What is the medium?
b. How are the technical aspects of music used and combined?
c. When does the music suggest it was written? (historical)
d. Where is the music from? (cultural and national concepts)
e. Why was the music written. What is its function?
f. Who is the composer?

TASK ONE

MUSIC AUDITION

Grades 9 - 12

ANSWER SHEET

Task One: As you listen to the selected music, respond by discussing the following questions:

a. What elements of music are featured in this work?
b. Which elements seem most important?
c. Taking this composition into account how would you define music?
d. What element(s) create the form of this composition?
e. What is the overall texture of this composition?

SPECIFIC SCREENING RATING SHEET

MUSIC AUDITION

Grades 9 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks.

Task One			Correct Response	Incorrect or Omitted Response
Sample A	OR	Sample B		
a. medium		featured elements	_____	_____
b. technical aspects		most important elements	_____	_____
c. historical concept		definition	_____	_____
d. cultural/national concepts		form	_____	_____
e. function		overall textures	_____	_____
f. composer		_____	_____	_____

Task Two

Student sang:

1.	The same pitches	_____	_____
2.	The same rhythm	_____	_____
3.	At the same tempo	_____	_____

continued

Specific Screening Rating Sheet
Music Audition
Grades 9 - 12
Page Two

Task Three

Student:

1. Made only one change	____	____
2. Identified the change	____	____
Add Column Total	____	____
Multiply by weight	2	0
TOTAL	____	____

COMMENTS:

_____

_____

_____

_____

MUSIC

Final Screening

Sample Forms/Identification of Artistically
Gifted and Talented Students

MUSIC

The Final Screening, identification and selection of gifted and talented students should be the responsibility of a district committee consisting of at least three members: an arts teacher, a professional artist and a member of the district staff.

The process is made up of two parts:

A. Final Audition

B. Interview

Cut-off score is suggested to be 95% of the highest possible score.

FINAL SCREENING

MUSIC AUDITION

Grade 1

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee.

TASK ONE

(Resonator Bells will be needed -- a set for teacher and a set for student. The auditioner's bells should be placed where the student cannot see them.)

Have student to listen to a melody played on bells by the teacher; ask student to play the same melody. Use bells EGA.

EXAMPLE: Play the bells once to hear their sounds. (Give student time.) "I will play a melody. You listen then try to play the same melody on your bells. If you want to hear the melody again, I will play it one more time. Listen."

TASK TWO

Have student to perform or improvise a composition. The student may sing or use an instrument.

FINAL SCREENING RATING SHEET

MUSIC AUDITION

Grade 1

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a check in the appropriate column.

TASK ONE	Correct Response	Incorrect or Omitted Response
Student played		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Add column total	_____	_____
Multiply by weight	2	0
TOTAL		_____

TASK TWO	Exceptional	Average Expectation	Below Average Expectation
musicality	_____	_____	_____
originality	_____	_____	_____
Add column total	_____	_____	_____
Multiply by weight	3	2	0
TOTAL	_____	_____	_____

Combined total of Tasks One and Two _____

continued

Final Screening Rating Sheet

Music Audition
Grade 1
Page 2

(It is not the intent of the final screening music audition to discriminate against any student: the one who has ability but who has not had benefit of special study or the one who has benefitted from special study. Therefore, technical mastery is not listed for point scoring; however, Auditioners are encouraged to make comments on the student's ability and, in the case of a student's special study, technical mastery.)

Comments:_____

_____

_____

_____

_____

SAMPLE FORM

FINAL SCREENING

MUSIC AUDITION

Grades 2 - 3

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee.

TASK ONE

(Resonator Bells will be needed — a set for teacher and a set for the student. The auditioner's bells should be placed where the student cannot see them.)

Have student to listen to a melody played on bells by the teacher; ask student to play the same melody. Use bells CDEFGA.

EXAMPLE: Play the bells once to hear their sounds. (Give student time.) "I will play a melody. You listen then try to play the same melody on your bells. If you want to hear the melody again, I will play it one more time. Listen."

TASK TWO

Have student to perform or improvise a composition. The student may sing or use an instrument.

FINAL SCREENING RATING SHEET

MUSIC AUDITION

Grades 2 - 3

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a check in the appropriate column.

TASK ONE	Correct Response	Incorrect or Omitted Response
Student played		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Add column total	_____	_____
Multiply by weight	2	0
TOTAL		_____

TASK TWO	Exceptional	Average Expectation	Below Average Expectation
musicality	_____	_____	_____
originality	_____	_____	_____
Add column total	_____	_____	_____
Multiply by weight	3	2	0
TOTAL	_____	_____	_____

Combined total of Tasks One and Two _____

continued

(It is not the intent of the final screening music audition to discriminate against any student: the one who has ability but who has not had benefit of special study or the one who has benefitted from special study. Therefore, technical mastery is not listed for point scoring; however, Auditioners are encouraged to make comments on the student's ability and, in the case of a student's special study, technical mastery.)

Comments: _____

_____

_____

_____

_____

SAMPLE FORM

FINAL SCREENING

MUSIC AUDITION

Grades 4 - 6

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee.

TASK ONE

(Resonator Bells will be needed -- a set for teacher and a set for student. The auditioner's bells should be placed where the student cannot see them.)

Have student to listen to a melody played on bells by the teacher; ask student to play the same melody. Use bells CDEFGABC.

EXAMPLE: Play the bells once to hear their sounds. (Give student time.) "I will play a melody. You listen then try to play the same melody on your bells. If you want to hear the melody again, I will play it one more time. Listen."

TASK TWO

Have student to perform or improvise a composition. The student may sing or use an instrument.

FINAL SCREENING RATING SHEET

MUSIC AUDITION

Grades 4 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a check in the appropriate column.

TASK ONE	Correct Response	Incorrect or Omitted Response
Student played		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Add column total	_____	_____
Multiply by weight	2	0
TOTAL		_____

TASK TWO	Exceptional	Average Expectation	Below Average Expectation
musicality	_____	_____	_____
originality	_____	_____	_____
Add column total	_____	_____	_____
Multiply by weight	3	2	0
TOTAL	_____	_____	_____

Combined total of Tasks One and Two _____

continued

(It is not the intent of the final screening music audition to discriminate against any student: the one who has ability but who has not had benefit of special study or the one who has benefitted from special study. Therefore, technical mastery is not listed for point scoring; however, Auditioners are encouraged to make comments on the student's ability and, in the case of a student's special study, technical mastery.)

Comments:_____

_____

_____

_____

_____

SAMPLE FORM

FINAL SCREENING

MUSIC AUDITION

Grades 7 - 8

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee.

TASK ONE

(Resonator Bells will be needed -- a set for teacher and a set for student. The auditioner's bells should be placed where the student cannot see them.)

Have student to listen to a melody played on bells by the teacher; ask student to play the same melody. Use bells CDEFGABC.

EXAMPLE: Play the bells once to hear their sounds. (Give student time.) "I will play a melody. You listen then try to play the same melody on your bells. If you want to hear the melody again, I will play it one more time. Listen."

TASK TWO

Have student to perform or improvise a composition. The student may sing or use an instrument.

FINAL SCREENING RATING SHEET

MUSIC AUDITION

Grades 7 - 8

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a check in the appropriate column.

TASK ONE	Correct Response	Incorrect or Omitted Response
Student played		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Add column total	_____	_____
Multiply by weight	2	0
TOTAL		_____

TASK TWO	Exceptional	Average Expectation	Below Average Expectation
musicality	_____	_____	_____
originality	_____	_____	_____
Add column total	_____	_____	_____
Multiply by weight	3	2	0
TOTAL	_____	_____	_____

Combined total of Tasks One and Two _____

continued

(It is not the intent of the final screening music audition to discriminate against any student: the one who has ability but who has not had benefit of special study or the one who has benefitted from special study. Therefore, technical mastery is not listed for point scoring; however, Auditioners are encouraged to make comments on the student's ability and, in the case of a student's special study, technical mastery.)

Comments:_____

_____

_____

_____

_____

FINAL SCREENING

MUSIC AUDITION

Grades 9 - 12

The audition contains two tasks.

A rating sheet is provided for use in recording the student's score.

These tasks should be rated by the district committee.

TASK ONE

(Resonator Bells will be needed -- a set for teacher and a set for student. The auditioner's bells should be placed where the student cannot see them.)

Have student to listen to a melody played on bells by the teacher; ask student to play the same melody. Use bells CDEFGABC.

EXAMPLE: Play the bells once to hear their sounds. (Give student time.) "I will play a melody. You listen then try to play the same melody on your bells. If you want to hear the melody again, I will play it one more time. Listen."

TASK TWO

Have student to perform or improvise a composition. The student may sing or use an instrument.

FINAL SCREENING RATING SHEET

MUSIC AUDITION

Grades 9 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the music tasks. Place a check in the appropriate column.

TASK ONE	Correct Response	Incorrect or Omitted Response
Student played		
1. The same pitches	_____	_____
2. The same rhythm	_____	_____
3. At the same tempo	_____	_____
Add column total	_____	_____
Multiply by weight	2	0
TOTAL		_____

TASK TWO	Exceptional	Average Expectation	Below Average Expectation
musicality	_____	_____	_____
originality	_____	_____	_____
Add column total	_____	_____	_____
Multiply by weight	3	2	0
TOTAL	_____	_____	_____

Combined total of Tasks One and Two _____

continued

(It is not the intent of the final screening music audition to discriminate against any student: the one who has ability but who has not had benefit of special study or the one who has benefitted from special study. Therefore, technical mastery is not listed for point scoring; however, Auditioners are encouraged to make comments on the student's ability and, in the case of a student's special study, technical mastery.)

Comments: _____

_____

_____

_____

_____

SAMPLE FORM

INTERVIEW

Grades 1 - 12

The interview provides insights that can be ascertained only through interaction. This in turn permits the adjudicator to use professional judgment during the evaluation.

It is necessary to adopt a friendly, relaxed, and helpful posture to applicants who are likely to be nervous and unable to demonstrate their best effort. The student auditioning at the very end of the day is entitled to the same degree of attention given the student who appeared first in the morning. In all fairness to the applicants, each should be shown the same degree of attention and consideration in addition to full allotment of interview time.

Never say anything to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive and there should be no comments that predict an outcome.

It is wise not to discuss anything about audition requirements, standards, or criteria with students, their families, or other interested parties.

Adjudicators should arrive sufficiently ahead of the first scheduled audition to have time to go over preliminaries. On each applicant's final screening interview rating sheet the score, together with at least one important comment which served as a basis for the evaluation, should be indicated.

During the interview a directive approach (a predetermined set of questions) should be combined with a nondirective approach which would allow occasional deviation.

It is recommended that two categories of questions be developed. One category should have four questions dealing with knowledge and skills of the art area. This category should be rated on a point system. One category should have six questions that cover attitudes about the area. It should be rated on a four point scale from below average (1) to outstanding (4).

During the interview the committee should discuss with the student his/her school, individual, and/or community related activities.

FINAL SCREENING

MUSIC INTERVIEW

Grades 1 - 6

MUSIC KNOWLEDGE AND SKILL

Rated on a one-point system

1. What makes music?
2. Who makes music?
3. How do composers . . . . .?
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4)

1. Why do you like music?
2. Who is your favorite musician?
3.
4.
5.
6.

FINAL SCREENING

MUSIC INTERVIEW RATING SHEET

Grades 1 - 6

MUSIC KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Music Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS:

_____

_____

_____

_____

SAMPLE FORM

FINAL SCREENING

MUSIC INTERVIEW

Grades 7 - 12

MUSIC KNOWLEDGE AND SKILL

Rated on a one-point system

1. What is music?
2. Why does a composer write music?
3. What is noise?
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4)

1. What is your favorite music? Least favorite? Why?
2. How do you experience music?
3. How do you plan to use music in your life?
4.
5.
6.

FINAL SCREENING

MUSIC INTERVIEW RATING SHEET

Grades 7 - 12

MUSIC KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Music Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS:

_____

_____

_____

SAMPLE FORM

VISUAL ARTS

Specific Screening

Sample Forms/Identification of Artistically
Gifted and Talented

VISUAL ARTS

Specific Screening is the process which enables the selection of the potentially gifted and talented student, the student who needs the expanded, intense, and individual challenges and experiences which the program for the gifted and talented can offer. The Specific Screening process is made of two parts.

A. A Checklist

A checklist completed by the dance teacher (in the elementary school, the classroom teacher or the physical education teacher), drama teacher (in the elementary school, the classroom teacher), music teacher, or visual arts teacher

The teacher should base responses to the checklist on student behaviors which have been observed throughout the school year.

All information in regards to an individual student should be studied and professional judgment used in making final decisions as to placement in the program.

B. An Audition

The audition should enable the review committee to establish the artistic potential of students to function at a high level in one or more of the arts.

Cut-off score is suggested to be 95% of the highest possible score.

SPECIFIC SCREENING

VISUAL ARTS TEACHER CHECKLIST

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Teacher/Rater _____

Directions: Place a check in the appropriate column.

The Student:	Below Normal Expectations	Average Expectations	Above Normal Expectations	Not Observed
1. is enthusiastic about art processes and is eager to visually express ideas.				
2. creates original art works independently.				
3. invents new and unique ways to produce art works.				
4. is imaginative in selection of subject matter of art.				
5. visually interprets and communicates unique ideas, feelings, experiences and fantasies through art.				
6. is curious about the environment and art processes.				
7. is flexible in trying many art solutions.				
8. is sensitive to aesthetic elements.				
9. demonstrates the ability to critically evaluate art works.				
10. is persistent in attaining self-selected art goals.				
Add Column Total				
Multiply by Weight	0	1	2	0
Add Weighted Column Totals				
TOTAL				

SAMPLE FORM

SPECIFIC SCREENING
DESCRIPTION OF CHARACTERISTICS ON THE VISUAL ARTS TEACHER CHECKLIST
(see Checklist on preceding page)

1. Enthusiastic
   a. demonstrates pleasure received from his/her art work
   b. likes to show and discuss his/her art work with others
   c. discusses art works with great awareness and interest
   d. develops a strong self-image through successful art experiences
   e. uses the visual arts to explain and communicate in other areas
   f. has multiple art interests

2. Independent
   a. is self-motivated
   b. is self-disciplined
   c. is self-directed
   d. is self-confident

3. Inventive
   a. finds new, individualistic ways of doing things
   b. improvises tools uses found objects
   c. varies and combines materials
   d. moves from simple to more complex solutions
   e. experiments with a variety of materials

4. Imaginative
   a. tries new ideas, neither repetitive nor "copier"
   b. uses a variety of solutions
   c. often uses fantasy or unusual view as source of stimuli

5. Interprets and communicates visually
   a. draws from sensory influences — "as hot as" . . .
   b. uses all of space in composition for a definite purpose which he can describe
   c. describes ways in which he/she uses art elements to express moods, feelings and ideas

6. Curious about environment and art processes
   a. gathers and uses information on many subjects
   b. asks many critical questions — Why?
   c. goes beyond teacher's directions
   d. learns by experimentation rather than by direction
   e. is not afraid to try new approaches

7. Flexible
   a. considers/produces alternative solutions frequently
   b. adapts to new situations easily

8. Sensitive to aesthetic elements
   a. is more aware of line, color, shape etc. in man-made and natural surroundings
   b. learns art skills and concepts
   c. creates original art compositions which reflect a sensitivity to elements of art and principls of design

continued

9. Critically evaluates
   a. analyzes both his own and others' works
   b. revises work to develop a more refined composition

10. Persistent
   a. works for extended periods of time
   b. is absorbed in task
   c. shows prolonged/continuing interest

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 1 - 6

The purpose of the art tasks is to determine the student's:

(a) interest (b) knowledge and (c) level of application in the visual arts

Although there is no set time limit, each task should be completed within one art period.

1. These tasks should be administered by the art teacher.

2. These tasks should be rated by the school committee. (The school committee should be composed of at least three persons including the visual arts teacher.)

3. A rating sheet is provided for use in recording the student's score.

4. Additional information about individual student may be gathered by the school committee by:

   --asking students to exhibit and discuss art works created outside school
   --collecting information from other school staff

5. There are three tasks in this sample.

   Task One should be completed in pencil.

   For grades 1-3, task one is the drawing of a self-portrait.

   For grades 4-6, a three dimensional object should be selected that would allow the instructor to rate the student's ability to observe carefully and record images. Some examples are a chair, a plant, or a shell.

   Task Two should be completed in crayon or magic marker. The activity is the same for grades 1-6.

   Task Three is a three dimensional sculpture. The teacher may select any of the following exercises.

   A) clay sculpture - Figure Construction
      -grades 1-2, Recognizing basic shapes of animals and birds
      -grades 3-4, Creating animal forms and simple human figures
      -grades 5-6, constructing figures to be viewed in the round

   B) paper sculpture
      -grades 1-4, Creating 3-D forms from 2-D shapes
      -grades 5-6, Constructing free standing sculpture

   C) wire sculpture
      -grades 5-6, Using lines to capture action and enclose space

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 1 - 3

Task One

1. How well do you know yourself and what you look like? Please draw a picture of yourself in pencil in the space below. You may show yourself doing a favorite activity. Make sure you are the most important part of the picture.

SAMPLE FORM

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 4 - 6

Task One

1. Look at the object your teacher has placed on the table. Draw it in pencil as realistically as you can.

SAMPLE FORM

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 1 - 6

Task Two

2. Can you make a drawing from these lines? Using a magic marker or crayons, add as many lines and colors as you like to create a picture.

SAMPLE FORM

SPECIFIC SCREENING

VISUAL ARTS AUDITION RATING SHEET

Grades 1 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

This form is to be used in rating the visual arts samples.

A. ORIGINALITY

The student has represented an imaginary subject or has combined real forms in an imaginative way. _____

Rate: 1----------4
lowest highest

B. COMPOSITION

For each item below rate the product
Average - 1 or Above average -2

BALANCE

The shapes, lines, colors, and forms in the composition are balanced symmetrically or asymmetrically. _____

RHYTHM

Shapes, lines, colors, and forms within the composition repeat or contrast with one another to create movement or stability, unity and variety. _____

COLOR

Colors selected for use in the work create interest through harmony, repetition and contrast. Color usage is well balanced throughout the work. _____

LINE

Line quality is varied and appropriate for representation of the subject. _____

TEXTURE

Texture has been created using a variety of techniques. _____

CONTINUED

C. EXPRESSIVE QUALITY

The artwork communicates a personal response to the subject selected. _____

Rate: 1----------4
lowest highest

D. ELABORATION

The student includes many details which elaborate upon the theme and add interest. _____

Rate: 1----------4
lowest highest

E. OVERALL IMPRESSION _____

Rate: 1----------4
lowest highest

TOTAL _____

SAMPLE FORM

SPECIFIC SCREENING

VISUAL ARTS AUDITION

Grades 7 - 12

Applicants must submit a portfolio of six to eight pieces or art work (2" X 2" color slides may be substituted for 3-dimensional work). The portfolio may not include anything copied from published photographs or works of other artists but must instead be creative and original. Different techniques should be represented and none of the work should be traced. The samples should represent one or more of the following categories:

A. Pencil, charcoal, conte crayon or chalk
B. Ink, illustrating various techniques
C. Transparent and/or opaque watercolor, illustrating various techniques
D. Figure drawing, any medium, two or more figures
E. 3-dimensional work (or 2" X 2" color slides); may include sculpture assemblage, jewelry, weaving, mobile
F. Any medium, any subject (it is recommended that any work larger than 22" X 28" be submitted by color photographs).

Applicants' portfolios will be evaluated on:

--originality
--degree of technical ability
--sensitivity
--proficiency in a variety of media
--creativity
--overall impression

Drawings, prints, and watercolors should be properly matted so that they will show up to their best advantage.

Applicants are urged to request advice and help of an art teacher for preparing audition material.

The art samples included in the portfolio should be rated by the school committee.

A rating sheet is provided for recording the student's score.

SAMPLE

SPECIFIC SCREENING

VISUAL ARTS AUDITION PORTFOLIO RATING SHEET

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

Committee Chairman _____

School Art Courses Taken:

_____, _____, _____, _____

This form is to be used in rating the portfolio. For each item listed below, rate the overall portfolio on the following scale.

Rate: 1----------4
Lowest Highest

A.	Originality	_____
B.	Degree of technical ability	_____
C.	Sensitivity	_____
D.	Proficiency in a variety of media	_____
E.	Creativity	_____
F.	Overall impression	_____

TOTAL: _____

COMMENTS:

_____

_____

_____

_____

SAMPLE FORM

VISUAL ARTS

Final Screening

Sample Forms/Identification of Artistically
Gifted and Talented Students

VISUAL ARTS

The Final Screening identification and selection of giftd and talented students should be the responsibility of a district committee consisting of at least three members: an arts teacher, a professional artist and a member of the district staff.

The process is made up of two parts.

A. Final Audition

B. Interview

Cut-off score is suggested to be 95% of the highest possible score.

FINAL AUDITION

VISUAL ARTS

Grades 1-6

Applicants must submit at least three pieces of art work in addition to the works completed during the audition. None of the work should be traced or copied from photographs or the works of other artists, but instead must be creative and original.

Applicants' work will be evaluated on:

A. Originality

B. Composition

Balance
Rhythm
Color
Line
Texture

C. Expressive quality

D. Elaboration

E. Overall impression

These art samples should be rated by the district committee.

A rating sheet is provided for use in recording the student's score.

FINAL SCREENING

VISUAL ARTS AUDITION RATING SHEET

Grades 1 - 6

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

District Committee Chairman _____

This form is to be used in rating the visual arts samples.

A. ORIGINALITY

The student has represented an imaginary subject or has combined real forms in an imaginative way. _____

Rate: 1----------4
lowest highest

B. COMPOSITION

For each item below rate the product
Average 1 or Above average 2

BALANCE

The shapes, lines, colors, and forms in the composition are balanced symmetrically or asymmetrically. _____

RHYTHM

Shapes, lines, colors, and forms within the composition repeat or contrast with one another to create movement or stability, unity and variety. _____

COLOR

Colors selected for use in the work create interest through harmony, repetition and contrast. Color usage is well balanced throughout the work. _____

LINE

Line quality is varied and appropriate for representation of the subject. _____

TEXTURE

Texture has been created using a variety of techniques. _____

continued

C. EXPRESSIVE QUALITY

The artwork communicates a personal response to the subject selected. _____

Rate: 1----------4
lowest highest

D. ELABORATION

The student includes many details which elaborate upon the theme and add interest. _____

Rate: 1----------4
lowest highest

E. OVERALL IMPRESSION _____

Rate: 1----------4
lowest highest

TOTAL _____

SAMPLE FORM

FINAL SCREENING

VISUAL ARTS AUDITION PORTFOLIO

Grades 7 - 12

Applicants must submit a portfolio of six to eight pieces of art work (2" X 2" color slides may be substituted for 3-dimensional work). The portfolio may not include anything copied from published photographs or works of other artists but must instead be creative and original. Different techniques should be represented and none of the work should be traced. The samples should represent one or more of the following categories:

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D. Figure drawing, any medium, two or more figures
E. 3-dimensional work (or 2" X 2" color slides); may include sculpture assemblage, jewelry, weaving, mobile
F. Any medium, any subject (it is recommended that any work larger than 22" X 28" be submitted by color photographs).

Applicants' portfolios will be evaluated on:

--originality
--degree of technical ability
--sensitivity
--proficiency in a variety of media
--creativity
--overall impression

Drawings, prints, and watercolors should be properly matted so that they will show up to their best advantage.

Applicants are urged to request advice and help of an art teacher for preparing audition material.

The art samples included in the portfolio should be rated by the district committee.

A rating sheet is provided for recording the student's score.

SAMPLE

FINAL SCREENING

VISUAL ARTS AUDITION PORTFOLIO RATING SHEET

Grades 7 - 12

Student _____ Grade _____ School _____ District _____

Code _____ Date _____

District Committee Chairman _____

School Art Courses Taken:

_____, _____, _____, _____

This form is to be used in rating the portfolio. For each item listed below, rate the overall portfolio on the following scale.

Rate: 1----------4
Lowest Highest

A.	Originality	_____
B.	Degree of technical ability	_____
C.	Sensitivity	_____
D.	Proficiency in a variety of media	_____
E.	Creativity	_____

The item below should be rated on an eight-point scale.

Rate: 1----------8
Lowest Highest

OVERALL IMPRESSION: _____

TOTAL _____

INTERVIEW

Grades 1 - 12

The interview provides insights that can be ascertained only through interaction. This in turn permits the adjudicator to use professional judgment during the evaluation.

It is necessary to adopt a friendly, relaxed, and helpful posture to applicants who are likely to be nervous and unable to demonstrate their best effort. The student auditioning at the very end of the day is entitled to the same degree of attention given the student who appeared first in the morning. In all fairness to the applicants, each should be shown the same degree of attention and consideration in addition to full allotment of interview time.

Never say anything to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive and there should be no comments that predict an outcome.

It is wise not to discuss anything about audition requirements, standards, or criteria with students, their families, or other interested parties.

Adjudicators should arrive sufficiently ahead of the first scheduled audition to have time to go over preliminaries. On each applicant's visual arts interview rating sheet the score, together with at least one important comment, which served as a basis for the evaluation, should be indicated.

During the interview a directive approach (a predetermined set of questions) should be combined with a nondirective approach which would allow occasional deviation.

It is recommended that two categories of questions be developed. One category should have four questions dealing with knowledge and skills of the art area. This category should be rated on a point system. One category should have six questions that cover attitudes about the area. It should be rated on a four-point scale from below average (1) to outstanding (4).

During the interview the committee should discuss with the student his/her school, individual, and/or community related activities.

FINAL SCREENING

VISUAL ARTS INTERVIEW

Grades 1 - 6

ART KNOWLEDGE AND SKILL

Rated on a one-point system.

1. What is your favorite art activity and why?
2. What is your favorite medium and why?
3.
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. How much time do you spend doing art and when?
2. Why do you want to be in the Gifted and Talented Program?
3. What do you like most about art and why?
4.
5.
6.

SAMPLE

FINAL SCREENING

VISUAL ARTS INTERVIEW RATING SHEET

Grades 1 - 6

ART KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Art Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS:

_____

_____

_____

_____

SAMPLE FORM

FINAL SCREENING

VISUAL ARTS INTERVIEW

Grades 7 - 12

ART KNOWLEDGE AND SKILL

Rated on a one-point system.

1. Who, in your opinion, is the most outstanding contemporary artist and why?
2. What is your favorite medium and why?
3.
4.

ATTITUDE AND INTEREST

Rated on a four-point scale from below average (1) to outstanding (4).

1. Why do you want to participate in the Gifted and Talented visual arts program?
2. How do you view your commitment to art?
3.
4.
5.
6.

FINAL SCREENING

VISUAL ARTS INTERVIEW RATING SHEET

Grades 7 - 12

ART KNOWLEDGE AND SKILL

The following items should be rated on a one-point system.

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____

TOTAL _____

ATTITUDE AND INTEREST

The following items should be rated on a four-point scale.

Rate 1 ---------- 4
below average outstanding

Question Number One _____
Question Number Two _____
Question Number Three _____
Question Number Four _____
Question Number Five _____
Question Number Six _____

TOTAL _____

Art Knowledge and Skill Total _____

Attitude and Interest Total _____

TOTAL SCORE _____

COMMENTS: _____

_____

_____

_____

_____

SAMPLE FORM